

Functional Behavior Assessment

Student Information

Student:	DAVID	Grade:	K
Student ID:	David	School:	Stipek
Gender:	Male	Ethnicity:	Caucasian
Date of Birth:	01/01/08	Chronological Age:	6 years
Disability:	None identified		
Primary Language:	English		

Parent/Guardian Information

Parents:	DAVIDXX		
Address:	DAVIDXX	Phone:	(406) DAVID-DAVIDX
	DAVIDXX		

Team Members

The following individuals were consulted in the development of the Functional Behavior Assessment.

<u>Name</u>	<u>Title</u>
David	Student
DAVIDXX	Special Education Teacher
DAVIDXX	Title I
DAVIDXX	Regular Education Teacher
DAVIDXX	Regular Education Teacher

Reason for Referral

David was referred for a Functional Behavior Assessment by the Student Assistance team. A Behavior Intervention Plan is not currently in place and the need for one will be evaluated in this functional assessment.

Behaviors of concern at this time are: out-of-seat, spinning, arm flapping, noise making, yelling, growling, and non-compliance with teacher directives. David demonstrates problem behaviors that are disruptive and considered moderate to severe. These behaviors are pervasive and maladaptive for which the instruction and behavioral approaches in the classroom are found to be ineffective.

The negative ramifications of this behavior are interference with social interaction and interference with learning.

Functional Assessment Screening Tool (FAST)

Dr. Brian Iwata developed the Functional Assessment Screening Tool (FAST) at the Florida Center for Self Injury in 1996. It is a sixteen question forced choice survey that requires “yes” or “no” responses. Results provide analysts possible behavioral functions, or reasons why a child engages in the target behavior. Three teachers provided input for the target behavior (disruptive).

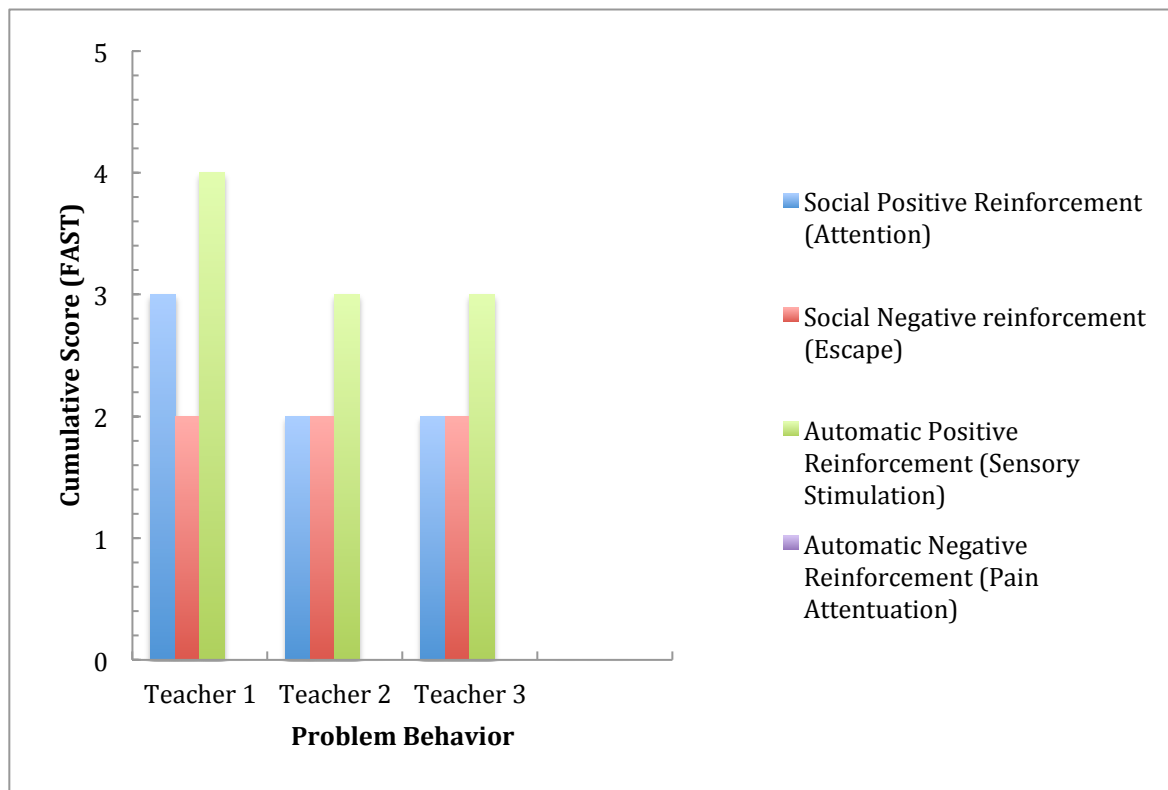


Figure 1. Scores of FAST as reported by teachers, depicting possible functions of DAVID’s problem behavior.

As evidenced by the differences reported by the three teachers, DAVID’s behavior is presumed to have a combined function of Automatic Positive Reinforcement (Sensory Stimulation) and Social Positive Reinforcement (Attention). While these results may appear to confound the functional assessment, the teacher report successfully eliminates Automatic Negative Reinforcement (pain attenuation) as a function.

Observation p.m.

Mrs. J, Special Education teacher observed DAVID during class from 2:44 p.m. to 3:20 p.m. on 1/26/2015. The observation method was a running record of events and behaviors. The class was prompted to move to the carpet to listen to a story. DAVID sat directly in front of the teacher and was very engaged in the reading activity, and responded accurately to questions asked by Mrs. J.

At 2:53, when the class was directed to return to their seats, DAVID crawled under the teacher's chair. After two prompts, DAVID "crab-walked" toward the table, and was prompted two more times to sit in his chair. DAVID stayed seated for one minute, and then lay on the table. When prompted, DAVID returned to his seat for two minutes, then again lay on the table. At 2:57 DAVID pulled his shirt over his head, checked to see if the observer was watching, then scooted back from the table, placing his feet on top. Following two prompts to put his feet down, DAVID complied, but then rolled on the floor, flapping his arms, and making noise. At 2:59 DAVID was prompted to return to the bathroom and flush. DAVID denied that he did it, and refused to comply. One of his peers flushed the toilet for him. At 3:01 the students began a writing project, and DAVID worked independently but was out of his seat five times over the course of seven minutes. He effectively and appropriately asked peers for assistance in spelling their names for the assignment. When directed to put away materials, DAVID ran to the writing journal box while flapping his arms and noise making. He returned to his seat after redirection, and then lay on the table one minute later. When prompted, DAVID sat down. At 3:19 students were directed to walk to the hallway to get their book bags. DAVID walked halfway, and then ran. Mrs. M. directed DAVID back to his seat to try again. DAVID complied with directive, but once again walked halfway, then ran to the door.

Observation a.m.

Mrs. J., Special Education teacher observed DAVID during class from 8:10 a.m. to 8:40 a.m. on 2/2/2015. The observation method was a running record of events and behaviors. On entering the classroom at 8:11, DAVID went to his seat and chose a book to read as prompted. He was very engaged, and tried sounding each of the words out loud. At 8:20, DAVID received a ticket from Mrs. M. for being on task, and placed it under the bucket of books. At 8:30, students were prompted to find their spot for calendar math. DAVID required redirection to "find his spot" three times. At 8:32 DAVID began to spin sit while making noises. The students were directed to stand up. DAVID spun two more times before prompted "You too, DAVID." At 8:36 the students were directed to march in place as they counted out loud. DAVID marched and counted in a large circle around the perimeter of the room. When redirected, he ran in another circle before returning to his spot while making noises. From 8:38 to 8:40, DAVID rolled on the floor, flapping his arms and noise making, until redirected to sit up three times.

Description and Definition of Behavior

Target Behavior: DISRUPTIVE BEHAVIOR

Definition: DAVID engages in disruptive behavior in the form of out-of-seat, spinning, arm flapping, noise making, growling, yelling, and non-compliance with teacher directives approximately 10-15 times per 20-minute observation session. Each incident lasts for 1-2 minutes, and the problem has existed for at least 5 months.

The disruptive behavior usually occurs in a structured classroom setting during transitions between activities/tasks.

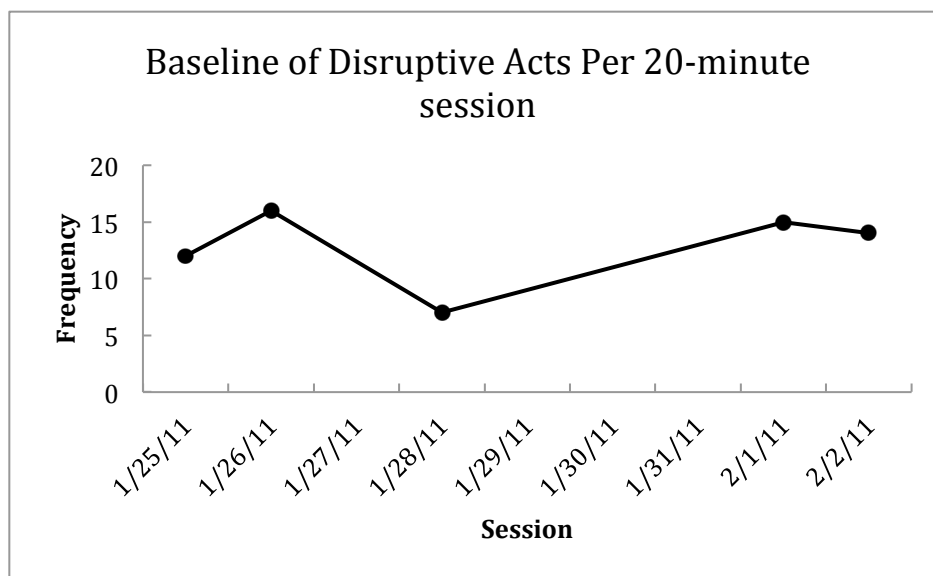
Immediately or as a result of the disruptive behavior, the teacher redirects DAVID, or conferences with him 1:1 to clarify the directive. Occasionally DAVID is directed to “take a break” in the hall. DAVID is expected to check in at the office following each recess.

Based on the functional assessment, the special education teacher hypothesizes that DAVID’s disruptive behavior appears to be a function of the need for sensory stimulation. The special education teacher believes that DAVID does not demonstrate an appropriate alternative behavior because he does not have mastery of the necessary skills and because he finds the disruptive behavior rewarding in terms of sensory stimulation and gaining teacher attention.

Hypothesis Statement

Especially when activity/task demands are low or during transitions, DAVID will engage in disruptive behavior (out-of-seat, spinning, arm flapping, noise making, growling, yelling, and non-compliance with teacher directives) in order to gain sensory stimulation or teacher attention.

Report of Baseline Data



The above graph depicts the baseline data that was collected from observations over a week and a half time period by the special education teacher.

Competing Behavior Model

		Work quietly with body in control	Natural Reinforcer
		Desired Behavior	Maintaining Consequences
low task/activity demands	transitions	out of seat, yealling, spinning, flapping, noise making, non compliance	Positive Automatic Reinforcement (Sensory)
Setting Event	Antecedent/Predictor	Problem Behavior	Maintaining Consequences
		Ask for break	
		Alternative/ Replacement Behavior	

Behavior Reduction Intervention/Strategies:

Setting Event Strategies	Predictor Strategies	Teaching Strategies	Consequence Strategies
None	Clarify expectations	Practice expected behavior	Reinforcers selected from reinforcement menu
	Provide assistance before and during transitions	Develop a visual schedule	Teacher praise
		Teach Finn to request sensory breaks	

Data Collection Method

The reduction in disruptive behavior and the increase in self-regulation is a socially significant behavior that must be carefully monitored by the collection of data in a reliable and systematic manner. Individual incident logs that will inform date/time, context, task demand or request, type of disruption, and the events that immediately follow the behavior will monitor disruptive behavior and skill acquisition. A reinforcement menu should be created with DAVID to determine effective reinforcers.

Recommendations

The special education teacher recommends medical and school evaluations to determine qualification and need for special education services.